

What happens next? I

Language level:	Elementary +
Learner type:	Young learners; Adults; CLIL
Time:	30 minutes
Activity:	Grammar drill; Making questions
Topic:	Pandas; Unexpected bodily functions
Language:	Third person singular; Question forms
Materials:	Video; Images

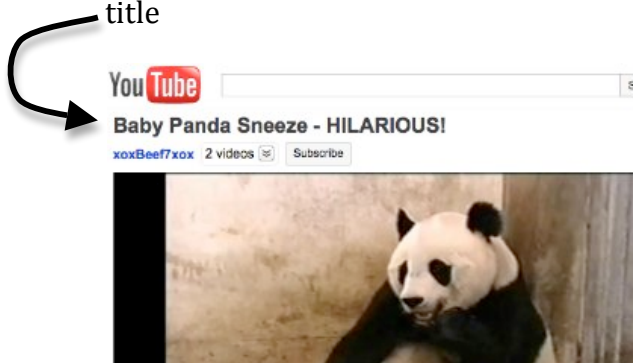


Preparation, materials and equipment

1. For this activity, you will need a YouTube clip titled ***Baby Panda Sneeze – Hilarious***. To access the video on YouTube, click on the following link:

<http://www.youtube.com/watch?v=GHOizMhsOh4>

2. The activity involves students guessing what happens in the video. If you use the video on YouTube, this will not work since students will see the title



To get around this problem, download the clip using an application such as

www.savevid.com

This will allow you to change the name of the video file. Note however, that downloading videos from YouTube is against the site's Terms of Use.

3. You will also need two images. These can be downloaded and/or printed off from the National Geographic website at the following links:
 - **Two newly born panda cubs:** <http://bit.ly/blPzaA>
 - **A mother panda and cub:** <http://bit.ly/hkH93q>

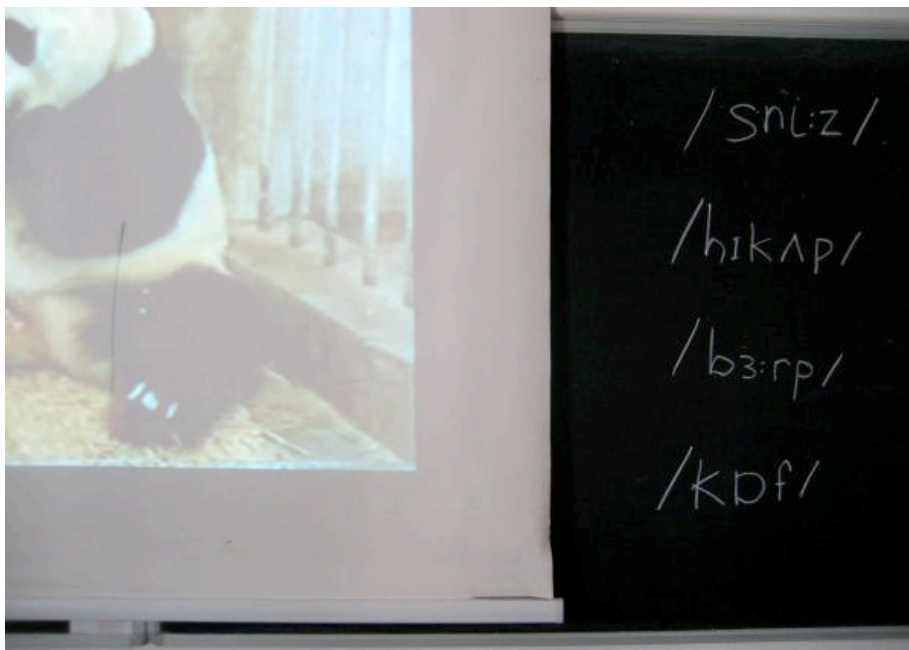
Decide how you are going to display the video and images in class. Possibilities include:

- Laptop or desktop (good for small groups)
- Computer, projector + screen
- iPhone or other mobile device (good for one-to-ones/intimate classes)

Lesson plan

1. Tell your students to imagine that you are all having a day out at the zoo. Ask the following questions:
 - *Which animals have we already seen?*
 - *Which were your favourites?*
 - *Which ones do you will still have to see?*
2. Display the first image of the panda cubs and invite students to guess what they are. Make a list of possibilities on the board.

Suggestions may include any of the following: Bears, polar bears, moles, mice, rats, porcupines, hippopotamuses, kangaroos.
3. Tell students that they are going to see the animal in question. Play the video clip but pause it after just a few seconds, before the sneeze at about 10 seconds.
4. Find out if anyone in the class has seen the clip before - ask students to put up their hands. If anyone has seen the clip before, tell them that they mustn't tell anyone else what happens.
5. Elicit the phrase *to get a fright*. For example, ask students to shout 'boo' and then react to it before asking what happened. Note that many students, including advanced ones will want to say *you got afraid* rather than *you got a fright*.
6. Tell students that one of the pandas in the video clip gets a fright as a result of an unexpected bodily function. Ask students if they can suggest or guess what the unexpected bodily function is.
7. Tell students that you are going to give them 8 possibilities. Beside the paused video, write the words *sneeze*, *hiccup*, *burp* and *cough* phonetically (See image on next page.)



8. Now, using your arm or a stick to point, conduct and drill the following 8 possible outcomes of the clip:

- *Baby panda burps and mummy panda gets a fright.*
- *Mummy panda burps and baby panda gets a fright.*
- *Baby panda sneezes and mummy panda gets a fright.*
- *Mummy panda sneezes and baby panda gets a fright.*
- *Baby panda hiccups and mummy panda gets a fright.*
- *Mummy panda hiccups and baby panda gets a fright.*
- *Baby panda coughs and mummy panda gets a fright.*
- *Mummy panda coughs and baby panda gets a fright.*

Make sure you drill the third person singular -s, especially in the word *sneezes*.

Note that this part of the activity can be seen in practice on YouTube:
http://www.youtube.com/watch?v=I_Z_M1BgOnw

9. Ask students to decide which of the 8 outcomes they think is the real one and write it down. Quickly go around the class and ask everyone to read out their predictions.

10. Play the clip. Students will see that *Baby panda sneezes and mummy panda gets a fright*.
11. Display the second image. Ask students to imagine that the pandas in the picture can speak English. Ask everyone to think of a question (or perhaps 2 or 3) that they would like to ask either mummy panda or baby panda. Give examples of themes that they could choose. For example:

- Life in captivity compared with life in the wild
 - Their diet
 - Their habitat
 - Panda diplomacy (see Wikipedia for more information on this)
12. When everyone has thought of a question, ask for two volunteers to come to the front of the class. One volunteer will be mummy panda and the other volunteer will be baby panda. You could also ask for a third volunteer to be daddy panda.
13. Ask students to address their questions to the human pandas who should improvise the answers. Take a note of all questions that are asked for a correction slot later. This activity can develop a life of its own as questions flow. Teacher input and interference can be kept to a minimum.

Follow ups

- During the panda interview, take a note of any zoological, political or environmental points of interest that students can investigate for homework.
- Compare the sentences from step 8 with the British wartime slogan: *Coughs and sneezes spread diseases* (see image on next page). Make sure that students are aware that one is a third person singular –s and the other is a plural –s.

Comment

The process of providing a voice on behalf of a protagonist is often called 'doubling', a term that comes from psychodrama.

Coughs and sneezes spread diseases



Trap the germs by using
your handkerchief

Help to keep the Nation Fighting Fit



Image taken (with permission) from VinMag.com (<http://bit.ly/g9V9MQ>)